

Norris Middle School Improvement Plan



Problem Statement: At Norris, low percentages of students have met proficiency on NSCAS ELA (28%), Math (15%), and Science (26%).

Root Causes: Students need opportunities to gain and use literacy skills (Reading, Writing, Listening, and Speaking) across content areas. Students need background-building opportunities and scaffolds to master grade-level standards. Learning activities with high expectations are needed to increase engagement and achievement.

Goal 1: Increase the percentage of students who meet proficiency on high-stakes assessments (NSCAS ELA, Math, & Science) by 5% in each area. Goal: **ELA (33%), Math (20%), and Science (31%).**

<p>Strategy: What will we focus on to achieve our goal-our commitments?</p>	<p>Actions: To do list: things we need to do to implement our strategies (Lead with a verb)</p>	<p>Success Criteria: What are we expecting to see and hear from the leadership team and teachers?</p>	<p>Progress/Outcomes What evidence will we use to monitor student progress? When and with what frequency will we monitor the data?</p>		<p>Professional Development: What will you teach to support effective strategy implementation? Budget Planning</p>
<p>Teaching and learning opportunities with high expectations and grade level activities that incorporate R, W, L, and S with a focus on student engagement</p>	<p>-Use of accountability (i.e. lesson plan alignment) -Use of HQIM in all subject areas -Use of engagement strategies to interact and engage with literacy skills -Use of literacy strategies across content areas -Increase activities centered around the use of student voice -Learning goals aligned to on-grade level state standards and student activities -Data driven decision-making (MAP, ELPA, summative, and formative assessments).</p>	<p>-Instructional coaches analyze lesson plans and pacing for alignment to the guaranteed and viable curriculum with the use of the grade level HQIM and have student activities with high expectations connected to the learning goal in each classroom. -Learning activities are rich in literacy strategies where students are engaged in using reading, writing, speaking, and listening skills.</p>	<p>School Wide</p>	<p>-Lesson plan alignment reviews within coaching cycles (monthly) -Touch Point and Instructional Coaching (monthly)</p>	<p>Professional development is needed on the following topics, but not limited to:</p> <ul style="list-style-type: none"> • Intentional lesson planning with high expectations, success criteria, and literacy strategies • How to best leverage the HQIM with scaffolds (ELs/IEPs) • Incorporating engagement strategies to increase R,W,L,S opportunities • Use of the Learning Framework, <u>Talk Read Talk Write</u>, <u>EL Every Day</u>, and <u>Illustrated Guide to Visual Learning</u> • How to create and evaluate formative assessments
<p>Collaborative and Focused Professional Learning Communities</p>	<p>-Co-plan and formulate common formative assessments -Analyze assessment data -Use of EL effective practices and collaboration on scaffolds needed in lessons</p>	<p>-All teachers participate in collaboration and calibration activities -Leadership and peer feedback sessions occur with regularity -EL strategies and scaffolds are used and seen in classroom across content areas</p>	<p>Grade Level</p>	<p>-Analyze fall MAP (Sept. '25) -Analyze fall to winter MAP growth (Jan. '26)</p>	
			<p>Collaborative Team</p>	<p>-Peer classroom instructional learning visits -Development of common formative assessments and grading calibration (weekly PLC meetings -Analyze coaching data (weekly)</p>	
			<p>School Wide</p>	<p>SST bi-monthly review of systems, Monthly PLC PD</p>	
<p>Grade Level</p>	<p>Guiding Coalition bi-weekly calibration, common themes from coaching data</p>				
<p>Collaborative Team</p>	<p>-Peer observations -Formative assessment calibration (weekly PLC meetings -Analyze coaching data (weekly)</p>				

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Problem Statement: 45% of current English Learners at Norris have received EL services since kindergarten and 25.38% showed English Language Progress in the 23-24 school

Root Causes: Students need opportunities to gain and use literacy skills (Reading, Writing, Listening, and Speaking) across content areas. Students need background-building opportunities and scaffolds to master grade-level standards. Learning activities with high expectations are needed to increase engagement and achievement.

Goal 2: Increase the percentage of English Learners Language Progress (ELP) by 5% on the English Language Proficiency Assessment (ELPA). (Goal: 30.38%)

<p>Strategy: What will we focus on to achieve our goal-our commitments?</p>	<p>Actions: To do list: things we need to do to implement our strategies (Lead with a verb)</p>	<p>Success Criteria: What are we expecting to see and hear from the leadership team and teachers?</p>	<p>Progress/Outcomes What evidence will we use to monitor student progress? When and with what frequency will we monitor the data? LINK to monitoring sheet within each Toolkit Here</p>		<p>Professional Development: What will you teach to support effective strategy implementation? LINK to annual professional learning plan Here</p>
<p>Teaching and learning opportunities with high expectations and grade level activities that incorporate R, W, L, and S.</p>	<p>-Use of accountability (i.e. lesson planning with fidelity) -Use of HQIM in all subject areas -Use of engagement strategies to interact with literacy -Use of literacy strategies across content areas -Increase activities centered around the use of student voice -Learning goals aligned to on-grade level state standards and student activities -Data driven decision-making (MAP, ELPA, summative, and formative assessments).</p>	<p>-Lessons and pacing are aligned to the guaranteed and viable curriculum with the use of the grade level HQIM and have student activities with high expectations aligned to the learning goal in each classroom. -Learning activities are rich in literacy strategies where students are seen using reading, writing, speaking, and listening skills.</p>	<p>School Wide</p>	<p>-Lesson plan alignment reviews (quarterly) -Touch Point and Instructional Coaching (monthly)</p>	<p>Professional development is needed on the following topics, but not limited to:</p> <ul style="list-style-type: none"> • Intentional lesson planning with high expectations, success criteria, and literacy strategies with ELs in mind • How to best leverage the HQIM and plan for scaffolds • Use of the Learning Framework, Talk Read Talk Write, EL Every Day, and Illustrated Guide to Visual Learning • Incorporating engagement strategies • How to create and evaluate formative assessments • Triangulate MAP, ELPA, classroom assessment, and Reading Skills data (students in this course)
<p>Collaborative and Focused Professional Learning Communities</p>	<p>-Co-plan and formulate common formative assessments -Analyze assessment data -Use of EL effective practices collaborate on scaffolds needed in lessons</p>	<p>-Collaboration amongst colleagues on strategy effectiveness, reflections on successes and/or shifts needed for next steps -Data analysis to plan for differentiation -Effective scaffolds seen in student activities</p>	<p>Grade Level</p>	<p>-Analyze fall MAP (Sept. '25) -Analyze fall to winter MAP growth (Jan. '26)</p>	
			<p>Collaborative Team</p>	<p>-Peer observations -Formative assessment calibration (weekly PLC meetings) -Analyze coaching data (weekly)</p>	
			<p>School Wide</p>	<p>SST bi-monthly review of systems, Monthly PLC PD</p>	
			<p>Grade Level</p>	<p>-Analyze fall MAP (Sept. '25) and correlate to ELPA data for ELs -Analyze fall to winter MAP growth (Jan. '26)</p>	
<p>Collaborative Team</p>	<p>-PLC notes uploaded in OneNote/OneDrive</p>				

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